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ABSTRACT

Between April and June, goals for South Oklahoma City Junior College (SOCJC) are developed using a systematic structure for soliciting, organizing, and prioritizing concerns and for developing these concerns into goal statements. First, the problems and concerns of various groups, including students, administrators, managers, faculty, staff, outside accrediting agencies, the Board of Regents, and the College Planning Council, were solicited. Then, the Research Office reviewed the concerns and divided them into those dealing respectively with students, instruction, personnel welfare, and management and administration. Two workshops were then held to develop institutional goals for 1983 based on the listing of contributed concerns. During the first workshop, students, management, staff, and faculty identified concerns that could be handled by specific departments within SOCJC and then prioritized remaining concerns. During the second workshop, representatives of management and administration developed a single prioritized list of institutional goal statements and an additional list of long-range goals. Finally, the Executive Cabinet identified eight institutional goals for 1983 based on the previously developed goal statements. This report includes charts illustrating the input/output structures, a complete listing of the contributed concerns, the final goal statements, the survey instruments, listings of the concerns sent directly to specific divisions, prioritized concern statements, and 1983 goals. (LL)

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The Development of Goals for Fiscal Year 1983

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JC 830 455

South Oklahoma City Junior College

LIST OF TABLES AND APPENDIXES

Introduction 1

Table I
Input 3

Table II
Output 5

Table III
Concerns 7

Table IV
Institutional Goals 42

Appendix A
Student Survey 45

Appendix B
Goals Development Questionnaire 47

Appendix C
Concerns sent Directly to Areas 49

Appendix D
Prioritized Concern Statements 58

Appendix E
Goals 67

During the months of April, May, and June, goals for the total institution and for areas and departments within the College are developed. To insure that all desiring input into the development process have the opportunity, and so that people can determine what has become of their input, a systematic structure has been developed for soliciting, organizing, and prioritizing concerns and for their development into goal statements.

The process used to obtain the concerns to be dealt with is shown in Table I. The origin of the concerns is as follows:

1) Student input was solicited through a questionnaire published in the Pioneer and distributed by members of the Student Advisory Council. A copy of the questionnaire is contained in Appendix A.

2) Concerns of administration, management, faculty and staff were collected on a questionnaire, which can be found in Appendix B.

3) Outside agency concerns were obtained from the November 1981 North Central Association Site Visit and other accrediting agencies.

4) Board of Regents concerns were obtained during a retreat attended by Board members in February 1982.

5) College Planning Council concerns were generated by the three planning councils during their March meetings. Specific forms for the collection of this data were not used.

In the Research Office, the concerns were reviewed and then divided into the following four groups: (1) Concerns dealing with students, (2) Concerns dealing with instruction, (3) Concerns dealing with personnel welfare, and (4) Concerns dealing with management and administration.

Table III contains a listing of all the contributed concerns numbered consecutively for easy identification.

Using the data described above as input, two workshops were held to arrive at the institutional goals for 1983. Table II contains the output process which the two workshops helped to complete. The first workshop held was attended by students, management, staff, and faculty who were put into eight groups, each dealing with one-half of one set of concerns: student concerns, management and administration concerns, personnel welfare concerns, or instructional concerns. Each group was asked to take the list of concerns for their particular area and identify concerns which could be handled by specific departments within the College. Appendix C is a listing of the concerns sent directly to specific College areas. The rest of the concerns were then grouped, headings were identified for each grouping, and the groupings were prioritized. Appendix D contains the lists of headings with the numbers under each one referring to specific concern statements.

The second workshop held two weeks later was attended by management and administration. After splitting into four groups, each group was instructed to combine the four lists from the previous workshop and arrive at a single prioritized list of institutional goal statements. A second list of long-range goals was also developed for 1983 by each of the groups. The prioritized list of goal statements for each of the four groups is presented in Appendix E.

The Executive Cabinet worked with the goal statements from the four groups and wrote eight institutional goals for 1983. The institutional goals are listed in Table IV.

TABLE I

INPUT PROCESS

Input to Generate a List of Concerns

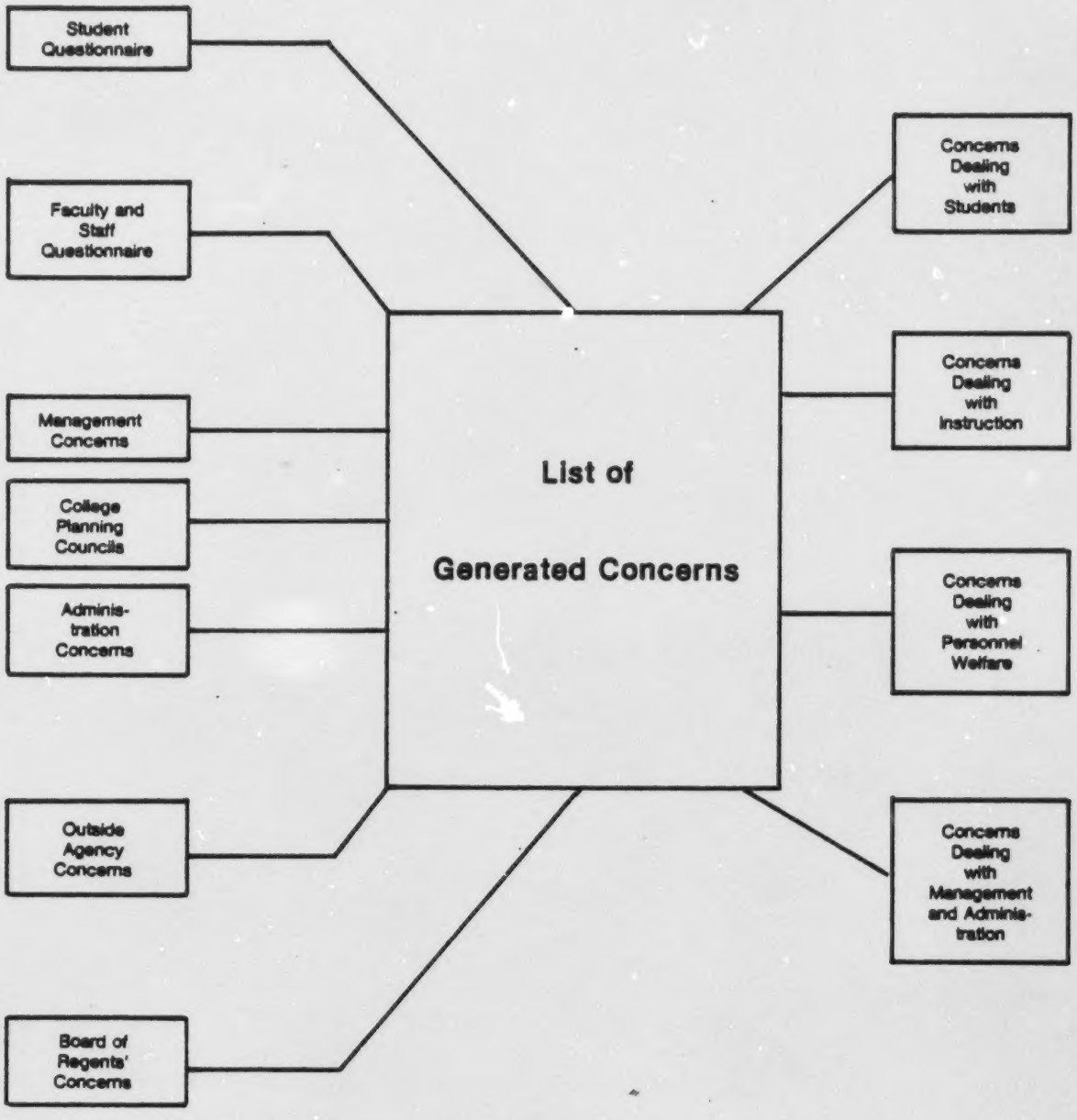

TABLE II

OUTPUT PROCESS

Output of Goals

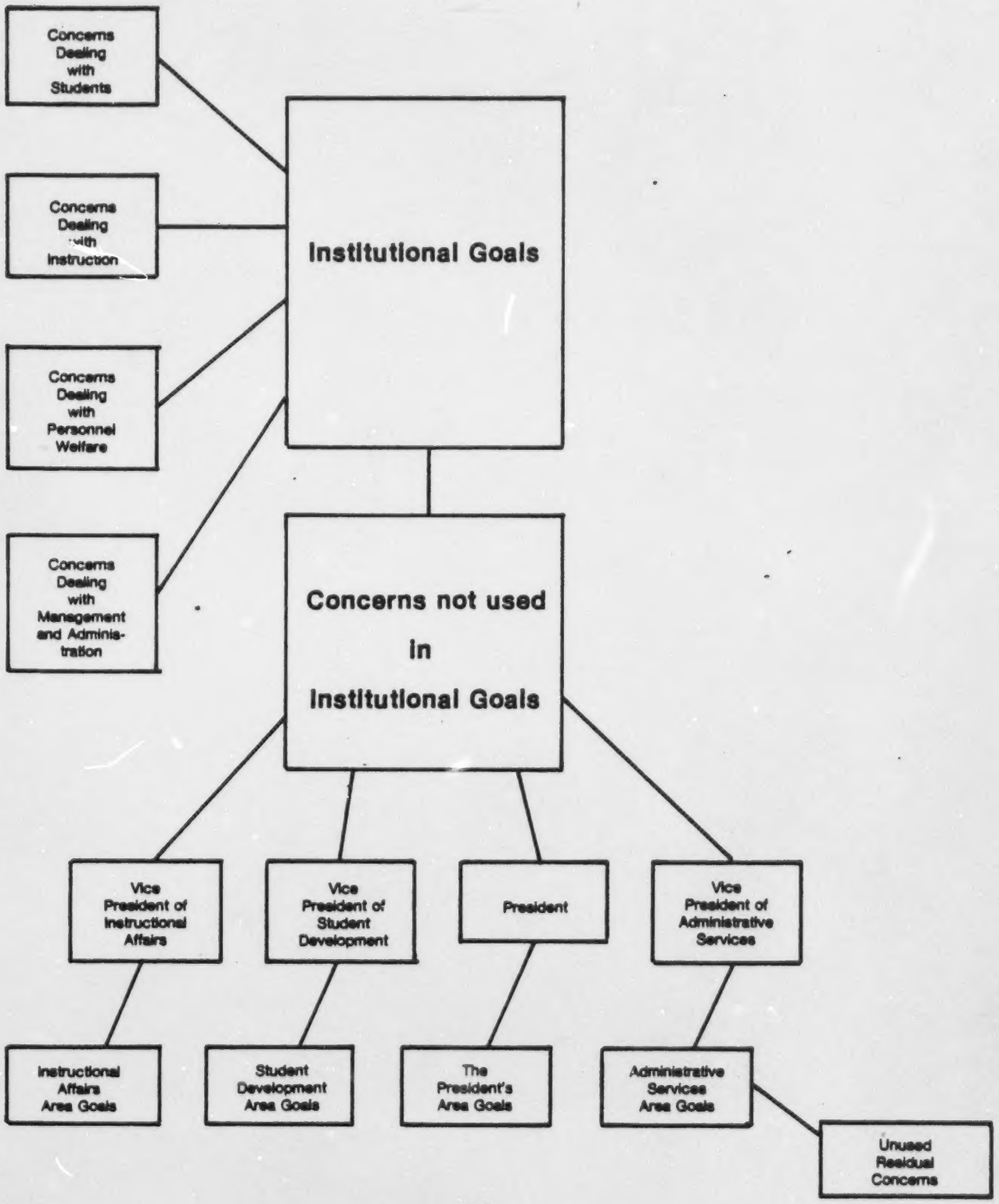
Concerns Dealing with Students
Concerns Dealing with Instruction
Concerns Dealing with Personnel Welfare
Concerns Dealing with Management and Administration
Institutional Goals
Concerns not used in Institutional Goals
Vice President of Instructional Affairs
Vice President of Student Development
President
Vice President of Administrative Services
Instructional Affairs Area Goals
Student Development Area Goals
The President's Area Goals
Administrative Services Area Goals
Unused Residual Concerns

TABLE III

CONCERNS

FACULTY - ADMINISTRATION AND MANAGEMENT

1) More positive strokes for administration that they are human and trying the best they can.

2) Separate evaluation performance and salary.

3) More parking space - night time is a problem.

4) Emphasis should be placed on efficiency in handling the necessary work to promote and sustain college instructional programs.

5) N A S institute is too large to be dealt with by one manager.

6) Need more communication with both. Not such a pyramid, but more matrix.

7) Let management manage and teachers teach!

8) Institute managers need to provide "office hours" just as instructors do - not doing so is a double standard.

9) No bomb shells from April 1--until next fall. Can't cope - - please drop between Thanksgiving and Christmas.

10) The administration here needs to RELAX. You are the most uptight crowd I have seen. When you do well, recognize it and allow yourself a reward.

11) Top level management has a serious case of "group think" that needs remediation before it becomes terminal.

12) Will MIS ever become an effective tool for faculty use to track and recruit students or will it remain an ivory minaret?

13) Employee lounges.

14) Paid twice a month.

15) Be more available.

16) Have printed timelines for budgeting and other items.

17) Instructors need help with Marketing (we don't have the time do our work and someone's too let alone the technology and resources needed.

18) Not enough clerical help at peak times - even though you may get a learning packet on time there is still no guarantee that it will be through the process and in the Bookstore on time.

19) People who are most directly involved with and knowledgeable about an issue are not included in the decision making related to the issue.

20) Management is overly cautious and slow to make decisions.

21) Need better way to inform faculty of the results to this goal development exercise (besides signing name and informing on individual basis).

PROFESSIONAL NON-INSTRUCTIONAL - ADMINISTRATION AND MANAGEMENT

22) Evaluate functioning of Mid-Management-are these positions operational only?

23) Lack of productivity on the part of some managers in Student Development and Instruction.

24) Exceptions should be made in the means of disposal of equipment no longer needed, because often times a higher return to the school could be obtained through avenues other than auction.

25) Make budget preparation follow planning.

26) SOCJC Board of Regents follow timeline for employment recommendations of professional staff

27) Plan at least one year Marketing Plan as it relates to significant use of printing supplied press time, and graphics time commitment.

28) Include a library automated circulation system in MIS priorities.

29) Implement a plan for capturing learning packet keystrokes.

30) Study and evaluate causes of inordinate percentage increases in volume of Xerox 9200/9400 printing, especially class schedules.

EXECUTIVE CABINET - ADMINISTRATION AND MANAGEMENT

31) Concern that additional goals are added throughout the year without allocation of resources in people or money to accomplish these goals. This causes a shift of resources away from pre-established goals and has the potential for decreasing institutional productivity in the long run.

32) Give priority to the management and mid-management operational component of the Marketing Plan.

33) Define the role of each segment of the organization in Marketing.

34) Give priority to the development of a college student work program.

35) Develop a systematic way to communicate marketing activities and outcomes within the college.

36) Explore programs and services that could be made available to business, industry and human services on an auxillary basis.

37) Define coordinated system to deal with Business and Industry.

38) Improve adjunct orientation; implement in-service program for and evaluation of adjunct faculty.

39) Seriously address noise problems in existing space.

MID-MANAGEMENT - ADMINISTRATION AND MANAGEMENT

40) *Frustrations with marketing expectations for all employees. Need resource person and coordination of efforts.*

41) *Encourage active participation of classified staff on college committees and task forces insuring that they are granted time off from regular duties to attend scheduled activities.*

42) *Follow up graduate surveys with a randomly selected group for one on one indepth interviews.*

43) *Decision making is concentrated at the top.*

44) *Enrollment never stops at the end of the add/drop period but continues on and on, thus creating many problems.*

45) *We are so service conscious that we tend to ignore cost factors.*

46) *There have been no criteria established for defining what "normal" span of control should be in the organizational structure or the institution. As a result, some managers are attempting to manage accountability units which are too large/too complex to be managed effectively according to any known management principles. Criteria should be established which would automatically initiate the study of actions to be taken because the established span of control limit is reached.*

47) *Need plan for evening and weekend administrative coverage.*

CLASSIFIED - ADMINISTRATION AND MANAGEMENT

48) *Find out what is wrong with the building program. Someone or somewhere there seems to be a bottleneck.*

49) *Need more paved parking lots.*

50) *Too many layers of management in instruction. This reduces effective communications.*

51) *I would like to see a central point for responsibility of forms distribution and control. Forms could be controlled as to who prepares, updates, approves, requests graphics and/or printing, distributes, etc. This would insure uniformity of forms (when more than one office develops a form for its "own use"), save time (secretary would not have to check around to see if there is a particular form already in use; if not, develop one, type it, request printing), eliminate confusion (a supply point could be established for distribution of authorized forms).*

52) *I would like to see Financial Aid and Admissions come together for a meeting about enrollment procedure and drop/add. Both of these departments need to be more aware of each other's procedure.*

53) For many years, South Oklahoma City had an institution known as "Community Camp". When I heard "South Oklahoma City Community College" had been proposed as the name for SOCJC, I wonder if the "Community" name might cheapen the image of SOCJC.

54) Why isn't it possible for provisions to be made through which our food service vendor could obtain quantities of dry goods such as tea, coffee and powdered drink mixes through state contracts -- cutting down on their overall operating costs? (i.e. -- why should they have to charge 25¢ each for tea bags when I can get 150 at the store for less than 1¢ each?) I feel like I'm being ripped off in a number of ways, and they're obviously not making much of a profit in other ways, so no one's really winning.

55) Everyone needs to be somewhat aware of things happening in the college that may not be directly related to his or her own area.

56) The building at Garfield is in poor condition. Some rooms are not cleaned, floors are dirty. The children's center playground is overrun with red ants during warm months and children are bitten repeatedly.

57) The need for requisitioners to allow for more lead time for their purchase requirements as well as having full information and account numbers.

58) Lack of specific plans for the future of our Food Service facility.

STUDENT SURVEY - ADMINISTRATION and MANAGEMENT

59) I feel we need more safety during bad weather such as walks, drives, and better enclosure at the bus stop.

60) There is no emergency phone or exit in/from the elevators. I will call the fire department if they are not reconnected by the end of this month.

61) Slow elevator.

62) Keep SOCJC as name. Reasons: I like it as is - cost of changing signs - letterhead - re-printing all material used by the college.

63) Inadequate parking.

64) The bus enclosure needs to be filled in all around the bottom and a door where open spaces lead into enclosure.

65) The price of orange juice is too high.

66) I feel we need more safety during bad wather such as walks, drives, and better enclosures at the bus stop.

67) Too much carrying on about food service.

68) Not enough copy machines in the college for amount of students. (2)

69) Having to pay for very bad or poor copies that were copied off from the microfiche copiers. The copies are all poor compared to the regular copy machines.

70) I do not like the name change proposed!

71) Food Service. Everything else is terrific!

72) Parking.

73) Tickets should be given to those using handicap parking when they aren't handicapped.

74) Three flights of stairs.

75) Way too much negative emphasis on the food operation. It's doing a good job and meeting the needs of the student.

76) I can't concentrate because of all the noise.

77) Laxness of smoking rules.

78) Classrooms without soundproofing - unable to hear instructors.

79) Clocks are out of syncronization.

80) Finding a parking place.

81) Noise (telephones ringing).

82) The energy wasted in the college lights, heating, air, and space.

83) Noise in the classrooms and science testing center and no place quiet to study.

84) The parking in "no parking areas". When I try to back out of a parking space, I almost hit those cars parked behind me.

85) The noise during classes. (People talking outside, phones ringing).

86) Telephone ringing when you'are in class.

87) Nastiness of the Food Service.

88) Parking.

89) Noise in class.

90) Parking.

91) The noise coming from outside the classroom, like telephones, loud talking, musical instruments.

92) Persons taking up two parking spaces. The lines for spaces are too hard to see.

93) Telephones too loud during classtime.

94) Upstairs too hot!

95) Telephones and voices can be heard everywhere and it is hard to concentrate.

96) There should be no smoking in classes.

97) Stifling rooms w/poor ventilation and smoking allowed.

98) Phones ringing and ringing and ringing and ringing. . . during classroom time.

99) Parking.

00) I find noise from outside the classroom to be quite a distraction. Students should remember that our classrooms have partitions, not walls.

01) No place quiet to study.

02) I live in Norman and my biggest problem is driving on bad weather days, e.g. snow. I have to miss class when the school is still open.

03) Finding a quiet place to study.

04) Finding an empty parking space.

05) When it rains, the far parking area is a mess.

06) Finding a quiet place to study.

07) Concentration in the classroom because of out-of-classroom noise.

08) Noises that distract (such as telephones) while class is in progress.

09) Uncomfortable study areas.

10) Prices way too high on textbooks and learning packets.

11) LRC is too noisy. There is a science teacher next door about 5:30 Tuesdays and Thursdays and you could probably hear him all the way to Central State University in Edmond.

12) I think SOCJC has an inferiority complex that is unwarranted -- too much emphasis on "problem" finding.

13) Food Service - dirty tables - no non-smoking area - no diet foods - poor attitudes of employees.

14) People smoking in class.

15) Standing for as long as 30 minutes trying to use a telephone to call home for my ride to come after me and being ignored by the people talking on the phones.

116) People who continue to smoke (profusely) in enclosed rooms with NO SMOKING signs posted.

117) I wear contacts (soft) and when I sit next to or around someone who smokes, my eyes start burning. It's uncomfortable but I know that the only real answer to this problem would be to wear glasses to class.

118) I am fairly heavy and need a desk I can get into. They are so small and very uncomfortable.

119) Need at least two left-handed desks in classrooms.

FACULTY - PERSONNEL WELFARE

120) Dental Plan.

121) Separate evaluation performance and salary.

122) Need to have release time for Staff Development.

123) The college should pay the full amount of teacher retirement.

124) The inconvenience that has been experienced by the female populous (who has made use of the restrooms near the cafeteria) has gone on long enough! Unless I've lost my ability to trouble shoot -- it appears, a Phillips screwdriver could eliminate the problems by removing the screws and turning the panels around, thus allowing easy access to the "T.P."!

125) No method for reimbursement for faculty members who take classes for those who are ill. No personal business or professional leave days for faculty.

126) I agree that performance and salary should be tied together but doesn't a college norm imply that half the faculty must "fail"? I still disagree with the use of the absolute in SIR's numbers disregarding standard deviation. The fact that with the Staff Development everyone comes out the same means (to me) that the tool is invalid as it stands presently, for measuring - what you want to measure - or else we're all almost perfect!

127) We need dental insurance and income protection insurance.

128) Dental insurance.

129) Cost of living adjustment for all employees.

130) Rotate after five years - sabbatical at low cost wage or just chance of getting cobwebs out of hair.

131) We need to promote a greater spirit of mutual trust between faculty and administration.

132) Tax is eating up raises - please, please, please give some of it in staff benefits, i.e dental insurance, income protection, etc.

133) Child care on the premises, with employees having the first priority.

134) OTR should be paid under a shelter format.

135) *Dental insurance.*

136) *Higher adjunct pay with graduated pay scale.*

137) *Plan for class coverage due to illness or other absentee reasons.*

138) *Marketing placed on workload formula.*

139) *This is the only place I have worked which did not pay least half of my teacher retirement. Two other institutions paid all of my teacher retirement.*

140) *We need the option to purchase disability insurance at a group rate.*

141) *TIME - there isn't enough of it! Am I the only one who feels like s/he/s drowning?*

MID-MANAGEMENT - PERSONNEL WELFARE

142) *Review opportunities for paid or partially paid sabbatical leave for all professional employees.*

143) *Investigate the possibility of eliminating merit pay while maintaining performance evaluation.*

144) *Encourage the formation of a classified staff association and provide for reasonable meeting time during working hours.*

145) *Need to provide income protection coverage. Need to provide dental coverage. We are considerably behind in benefits for our faculty and staff.*

146) *Increasing costs of Teacher's Retirement.*

147) *There needs to be developed institutional procedures for publicly recognizing instructors who are exceptional in their primary function of teaching, i.e. Professor of the year, Master Teacher, etc., with an appropriate award.*

148) *We have been involved in competency-based instruction for about ten years. Our faculty and staff are more experienced and knowledgeable than almost any in the country. As a way of recognizing faculty and promoting the expertise here, why not provide seminars through Community Service which are conducted by our own faculty? Perhaps this could be tied with excellence as identified by performance reviews and be used as a way to provide some release time to do something different but still productive for those faculty who are interested and qualified. Perhaps this could help with morale and combat instructor fatigue being experienced by some faculty.*

EXECUTIVE CABINET - PERSONNEL WELFARE

149) *Concern of being able to deal with internal relationships between non-teaching professionals, managers, faculty and classified employee groups while at the same time attempting to carry out external requirements.*

150) Concern for the continuous demand for an increase in employee salaries and benefits without comparable increases in productivity.

151) Explore additional fringe benefit packages.

152) Examine programs such as sabbattical leaves to operate on burnout and stimulate renewal.

153) Build stress management techniques into normal management system.

154) Revise numbering system used in performance reviews.

155) Retain monetary rewards but also design non-monetary reward for outstanding employee performance.

PROFESSIONAL NON-INSTRUCTIONAL - PERSONNEL WELFARE

156) Disability plan for employees.

157) Dental insurance.

158) Management training, computer training.

159) Non-teaching professional staff should have salary incentives for obtaining advanced degrees.

160) Investigate possibility of LOA for increasing professional skills and compensation for education for non-teaching professionals.

161) Dental insurance - it cannot be purchased on individual basis. I would even be willing to pay premium.

162) College pay teacher retirement. Tax breaks make it advantageous to both college and employee.

163) I would like to see some special recognition given to those employees who have worked at the school for ten years plus. Perhaps a plaque on display in the Board Room with a ceremony during the monthly Board meetings.

164) Create a classified staff association at SOCJC.

165) Improve orientation of new SOCJC employees.

166) Dental insurance plan.

167) Payroll deduction for credit union.

168) More lights and security in parking lots.

169) More telephone training.

170) Employees' lounge.

171) Cleaner restrooms, especially on first floor near Food Service.

STUDENT SURVEY - PERSONNEL WELFARE

172) So many "new" professors - turnover must be high.

173) Losing instructors such as Jerry Cowan and John Soos. (We need them!)

CLASSIFIED - PERSONNEL WELFARE

174) I would like to see the college provide a dental insurance plan.

175) Pay teacher retirement as a benefit is possible.

176) An institute office with as many as thirty full-time faculty desperately needs a word processing machine and its own copying machine.

177) I would like to see some type of benefits plan adopted especially for those employees who work on a part-time basis. Either something for those who work as much as 32 hours per week, or perhaps, a plan to accrue hours worked so that a paid holiday or day of vacation would be awarded after reaching a certain number of hours. Even such agencies as Kelly Girl and Manpower offer this benefit to their employees. It would certainly be an incentive to keep part-time employees on a long-term basis.

178) Security patrols at night in parking lots - speed limits, better lighting and pedestrian walkways.

179) Start Staff Development for office automation.

180) I would like to see a child care center here at SOCJC for the employees and students.

181) The restrooms could be a lot cleaner.

182) Also, an employee lounge with refrigerator and microwave, as I have experienced difficulty with Food Service personnel about the use of refrigerator and microwave.

183) Buildings seem either too hot or too cold most of the time. Either the HVAC system is of poor design or is not operated as it was designed. Most people do not work well or study well when they are uncomfortable.

184) Pay scales are too low for all personnel as compared to private enterprise today.

185) Due to the increasingly high noise levels which exist in some areas of the building, I feel it would be of great advantage to the employees to have some kind of a lounge or an enclosed area where breaks could be taken other than Food Service. I am situated with a fountain on one side of my desk and a word processing printer on the other, and often have to answer up to six telephones. This kind of pressure and stress can build up to high levels without some sort of occasional relief (quiet).

186) I think permanent, part-time employees should at least be allowed to be on our group health insurance plan if they are willing to pay for it themselves. I really feel that they should be offered pro-rated benefits; i.e. someone normally works six hours a day, then on holidays they sould be paid for six hours; also, they should accrue the same pro-rate amount in vacation and sick leave.

187) Do not allow students to smoke in the classroom. It makes me sick when I have to do a two hour taping and everyone is smoking cigarettes and cigars.

188) My fellow employees and I have not received our new I.D. cards. We received some college memos late at Garfield.

189) Lack of benefits for part-time employees.

190) Pay increase put on a half year (every six months) basis instead of the yearly basis now.

191) Offer HMO as an alternative to the present health plan.

192) Hire an exterminator. I've seen too many roaches in the Food Service area. The microbiology lab and vending machines also. There are mouse droppings on the furniture in the faculty and staff "lounge".

193) Dental insurance would be a great, tremendous help, even if we had to pay a percentage. I need about $2000 dental work done and there's no way I can afford it.

PROFESSIONAL NON-INSTRUCTIONAL - INSTRUCTION

194) Evaluate the current grading system regarding leveling of competency-based grading.

195) Attitude that prevails between administration and faculty in general needs to be one of a team rather than competion.

196) I believe that many instructors are compromising their professional integrity by entering into relationships with some of their students. The Instructional Affairs office has not backed instructors in cases of academic dishonesty to the point that cases of certain dishonesty have gone unreported because the instructors feel that it is a waste of their time.

197) Develop a three-year plan for SOCJC telecommunications and new instructional technology.

198) Increase LRC-Media Distribution space for shelving, equipment, and student seating.

199) Implement plan for replacement of Media Production video equipment.

200) Develop quality control processes for the production of media.

201) Implement interactive video as an instructional support system at SOCJC.

202) Develop quality control processes for the technical preparation and production of learning packets.

203) Include learning packets and **collection** evaluation (print and non-print) in the Program Evaluation process.

204) I'm concerned about what appears to be a negative attitude of **some faculty** members. I would really like to see something done to counter that. **Possibly a faculty/staff** renewal center and more **college-wide** activities.

EXECUTIVE CABINET - INSTRUCTION

205) Our diversified **delivery systems** such as **talk-back** TV, **cable** TV and **regular** lecture may be increasing the instructional cost without maintaining or increasing the instructional **quality**.

206) Undertake a comprehensive evaluation of the course scheduling process in terms of what courses should be offered, how often, how many sections, what time and what configurati

207) Expand the advanced standing program to include more courses, and to identify additional methods of awarding credit for experience such as Advanced Placement, CLEP, etc.

208) Implement courses dealing with computer literacy, home computers, computers for small business.

209) What are the needs for us to be into consumer education?

210) Examine voluntary assessment and advisement vs. forced assessment and directive adviseme

211) Define and design instructional change necessary in an information/high tech. society.

212) Explore instructional patterns other than those based on a 50-minute period three days per week.

MID-MANAGEMENT - INSTRUCTION

213) Introduction to computers should be encouraged, perhaps required in all A.D. programs as there is virtually no area of occupation that does not or will not require a minimal level of computer literary.

214) Administer SIR's twice during a 16 week session, once after 4 weeks and once after 12 for purposes of assisting the instructor in improving performance and to gather feedback from students who tend to drop out before the 8 week point.

215) Increase emphasis on off-campus instruction.

216) Maintaining technical skills of technical educators.

217) Need to integrate computers as a tool in teaching.

218) There must be continuing efforts to evaluate the classroom environment for suitability and as **materials** such as chalkboards wear out, an ongoing process for **timely** replacement (i.e. **chalk**boards in **1C8**).

219) Continue to evaluate and implement procedures for noise control and light control in instructional areas in older areas of the building as well as insure that new instructional areas in new buildings are aeeq:te with respect to these ongoing concerns

CLASSIFIED - INSTRUCTION

220) There needs to be more class offering for the March, October, April, May Entry points. I would like to take classes during this time but the courses offered at these times are very limited. Specifically, I would like to see more courses in the Security and Loss Prevention program offered - new course and offered more often.

221) Need better support for growing programs and less for those with declining enrollments.

222) I don't know of a dress code at this college, but I feel there should be a lenient one that above all stresses personal hygiene and cleanliness. Maybe we could include it with the enrollment papers and word it in a friendly, courteous manner, that this is a clean institution and we want to keep it that way, respectfully. Maybe this could be a counseling procedure.

223) Item 1 under students also applies to a few instructors, evidenced by trays on chalkboard being full of ashes and cigarette butts. Some instructors blame classified people for not getting something done immediately when administrative people have control of priorities and expenditures. (Item 1 under Students - Many students pay no attention to "No Smoking" in closed classrooms; smoking creates a very poor, messy looking atmosphere for all students, not just non-smokers.)

224) As a data processing student and staff member, it concerns and floors me that the data processing instructors are not experienced in their field. It makes me extremely uncomfortable that these people are teaching me. Even though they may have degrees in data processing, and I don't even know if they have that, they are not experienced. As an example, I took a program to two instructors who were unable to figure it out. It was a student that finally helped me work it out.

225) Several of the learning packets I have seen have been poorly written and edited, which makes a terrible impression on students who hear it stressed in our advertising and throughout the enrollment process that they are required to use these in all their coursework. Could a committee be set up to preview, correct and survey all learning packets, and make sure that they are kept current even throughout transition periods and phases?

226) The LRC and other college facilities are not readily availalbe for instructors at Garfield.

227) Need more general purpose classrooms.

FACULTY - INSTRUCTION

228) LRC needs research librarian to aid instructor with course and program development.

229) Keep classroom temperature comfortable - usually too warm in 2R1 and 2P0.

230) Need access to computer terminals for in class demonstrations and for instructor assistance instructional space - better noise control, cleaner space, access to electrical outlets for computer usage.

231) SIR items used for performance evaluation are ambiguous, contradictory, and unclear to students. The items selected are rigid and inflexible and should not be used as absolute indications of teaching success.

232) Poor classroom facilities. Noise in classrooms and Lab and Testing Centers. Lights for classroom not correctly specified and when they are, it can take five minutes of running to different breaker boxes to get them turned on or off.

233) Objectives are so specific that we turn out memorizers instead of thinkers. Print Shop has made every conceivable error this year! An exaggeration but service has fallen off drastically from last year.

234) SABBATICALS?????

235) Noise level continues to be a problem.

236) Too much noise!

237) Desperately need more/better noise control.

238) Onward and upward with Quality!! More time to "teach" and "prepare", less with #4 stuff (Administration and Management)

239) Noise problems still exist in certain areas, such as CLC and 1B4. A,B,C,D, (Quadpod).

240) We need to do more in the area of Staff Development for specific subject area development. For example, we might have several sessions going on at once during our Staff Development week having to do with specific areas such as history, math, English, psychology.

241) The most pressing concern to those who instruct technical courses surely must be the near impossible task of keeping up-to-date in their own field. In electronics, for example, we should be preparing course work in opto-electronics (fibre optics), industrial robots, microprocessor control of peripheal devices of many types, etc. Realistically, we don't have the time. It takes time to learn the technicalities of the latest innovations, then time to plan and develop them into effective course work. I believe our institution needs planned release time (perhaps summer contracts) for this

242) Continue to work on noise - drop ceiling segments over instructional areas as was done in the old theater.

243) It seems that we are concerned with instructional quality. So when are summer contracts for instructional materials development (not teaching) going to be offered and encouraged by the administration?

244) Development of outdoor spaces for instruction and student activities.

245) Noise.

246) Lack of money for part-time to full-time instruction time for developing media and alternate tract courses.

247) More flexibility in design of learning packets to allow for differences in course content and readability.

248) Classrooms at Garfield are often dirty, cold in the winter, or hot in the summer.

249) There is no place to show films at Garfield.

250) Student's only source of food is the vending machines at Garfield. They are out of order frequently.

251) Students who are enrolled in courses which meet as a group only the first four weeks of an entry point never have an opportunity to fill out an SIR.

252) We need a comprehensive English as a second language program.

253) We need to strengthen the ties between Community Service and the Institutes.

254) Need to develop alternative instructional modes to allow greater student numbers without overloading faculty.

255) Too much emphasis from "above" on outside activities (all well and good to be involved, but classroom and students are most important).

256) The problem of smoking needs to be addressed - banning smoking in classrooms is one solution.

257) More care needs to be taken when enrolling students in courses that require a pre-requisite to be sure they have been met.

STUDENT SURVEY - INSTRUCTION

258) I would like to see the SOCJC nursing selection based on merit and not by computer.

259) Fear that when I transfer to another institution, I will be behind my classmates.

260) I haven't had any problems at SOCJC. I've found instructors generally very helpful, friendly, and actually caring that I do well. They are very encouraging.

261) Articles not being in LRC or personnel in LRC not being able to find it when it is there.

262) Again, I think that people shouldn't be allowed to smoke in class. I know signs are posted, but they are not effective. You need to see to it that stricter rules are enforced!! You feed the problem by leaving ashtrays laying around.

263) In the LRC, I was using some accounting slides and they were not in the right order and some were missing; therefore, my time was wasted, when if they were in good working order they would have really been a big help.

264) Although the price of instruction is right, SOCJC seems like a temporary facility with no real roots. I would rather pay more, get better instruction, learn more and know what I learned was relevant, timely and some measure of endurance. I would like to tell a prospective employer I was educated at SOCJC and know he would believe I knew enough about my specialty to hire me from the reputation of SOCJC.

265) What few times I have tried to use the LRC, I've had trouble finding anyone to help locate materials I needed. Some of the people working there don't even know how to locate materials themselves.

266) The science center is understaffed. It is next to impossible to get anyone to help you. An hour lab takes two hours to complete in the Science Center.

267) When I started at SOCJC, I was told that people were accepted into the R.N. program on the "first come, first served" basis. I wasn't able to get in during 1981 fall semester but I went ahead and started taking the other required courses for the R.N. program. As it turns out, they have switched to "random" selection. I didn't get "randomly" selected for the fall of 1982 entry. Now I have to decide whether to go to another school and start all over again or wait another year and see if I get "randomly" selected.

268) My biggest problem has partly been explained in Question 2. I had a teacher for college algebra who taught on a level that only the more intelligent students could understand. When I missed 6 out of 10 questions on a test and asked the teacher for help, she said "later". She then continued to go over the next chapter within 45 minutes and expected us to know it by next week, with no help from her. The class was tested that very next week. I dropped the class and I will be taking it again next semester.

269) Classes for people with learning disabilities.

270) My biggest problem has been with class cancellations. As a history major, I find the history I have enrolled in cancelled since I've been here. I am leaving for CSU for this reason. I feel that it is a waste of my time to stay here if I cannot get the credits I need, especially in my major field of study.

271) The instructors seem very sincere and do their job well.

272) The grading system seems to work against me. I wish it could just be a simple averaging of test grades.

273) Need more take home tests.

274) Need some of the books improved.

275) That it's too easy and will make it extra difficult upon transfer in a four-year school.

276) The retake test policy is absurd. As easy as instructors are, retakes shouldn't be allowed.

277) Some of the part-time teachers **do not** know their subject **very well**, or **some** just do not put enough in the class to **get** the subject across to students.

278) Also, some teachers aim their subject to the smartest students and continue to teach on that level for the entire semester.

279) The instruction as a **whole** seems to be **really good** but the extra work that is required is quite **unnecessary**.

280) If you make the grade on the test, then that is the **grade** you should get. I've attended other colleges and we didn't have all that extra outside work.

281) Too many adjunct professors who seem only to wait to finish their contract to get paid.

282) Many courses cover too large an area in too short a time and do not offer instructor help at times when students are off work, particularly evening students.

283) All of my classes meet one day a week for two and a half hours; they should be three times a week for one hour. One day a week is too long at one time and waiting seven days for the next class is too long of a wait.

284) Trying to spot the best instructor for a particular course. (Some just re-hash the book!) (Others contribute).

285) In typing, you can't go on with other lessons until you **have** finished the tapes for that week. Students check out the tapes in class and then sit and talk. People who need to use them, either do without, or make other trips out to school to finish them.

286) I believe adjunct and new instructors should be required to take a course before being given the responsibility of teaching the course.

287) Substitute instructors for absent instructors.

288) My biggest concern about instruction is that I'll get an instructor who spends most of class time pushing his politics. This has happened only once at SOCJC. _____ is not what I'd call a good, friendly, helpful instructor who covers the mechanics of American Fed. Government in a comprehensible, unoffensive manner. He uses class as a forum to push his extremely liberal politics and gets downright mean and defensive when someone offers an opposing view or **questions** what he means by certain statements.

289) Afraid I'm being short-changed in the learning packets - they seem too easy and repetitions.

290) No honor roll - President's or Dean's.

291) Getting better classes.

292) Classes at better times.

293) The class hours need more variations in hours and days.

294) Classes venturing into certain fields further.

295) *Instruction is comparable; the study load is too weak.*

296) *Keep up the good work, I think!*

297) *Teachers who hold over class!*

298) *Material in class doesn't always pertain to materials on test.*

299) *Instructors smoking while teaching.*

300) *Teachers just not showing up for class.*

301) *Instructors are not qualified.*

302) *Instructors cannot communicate with students.*

303) *Maybe having more places that can help students take tests and some guides on how to stu*

304) *SOCJC has helped me a lot. I wasn't planning on going to college at all and now I try very hard to make good grades and I enjoy it.*

305) _____, *the worst teacher I have ever had did not go over any pre-test in class to make sure you have the right answers to study and did not go over the test afterwards to tell you what you did wrong. Smart man, but doesn't know how to teach at this level.*

306) *Quality.*

307) *Some instructors are dull and not up-to-date on their subjects. Someone has not done his homework before hiring these fools.*

308) *Does it compare with other schools of higher learning?*

309) *I feel some of the books could be improved.*

310) *We need more take home tests.*

311) *I feel sure there should be more take home type tests. You tend to learn more due to knowing tests should be perfect.*

312) *Poor or tricky usage of text materials on test.*

313) *Learning how to use the LRC effectively.*

314) *Smoking in the classrooms.*

315) *Being to class on time due to the five-minute intervals.*

316) *Teachers going over their time and not giving students a chance to get to their next class.*

317) *Attendance criteria is too strong. The independent pace should be able to be used in all classes. I have to work.*

318) *Instructors often hold students past class time causing tension with next instructors.*

319) *Trying to find a certain area.*

320) *Not enough time between classes!*

321) *Late hours in class.*

322) *Finding all the different testing centers.*

323) *Professors keep the class too long; therefore, I'm late for my next class.*

324) *Not enough time between classes. Five minutes ins't enough time to go from the 2nd or 3rd floor to the science department.*

325) *Noise outside classroom.*

326) *No smoking in classes.*

327) *The paper is not well worked together - the stories are somewhat dull and lifeless.*

328) *Your paper is <u>not</u> interesting; the photography (paper) is <u>poor</u>. Liz needs to set you fools straight on how to <u>do things</u>.*

329) *I haven't had any problems here at SOCJC. I think it's a <u>great</u> school!!!*

330) *Computer time!!!*

331) *D P lab not being ready to use at exactly 8:00.*

332) *Computers being down or tied up where it takes longer than it should to get your programs back.*

333) *Not enough time between classes to get to next class.*

334) *Finding the right class at the beginning of the day.*

335) *I wish the 5:30 classes were at 5:45.*

336) *Not enough time between to get to the next class.*

337) *Getting motivated.*

338) *I have not had any complaints except I encountered during my math classes, the math lab crew to be very rude and uncaring. Because of their actions, I will no longer take any math at SOCJC.*

339) The smoking in class I don't like personally but after going to OSU for a year and a half who didn't permit smoking in class, I will just have to get used to that too.

340) More simplified text would help.

341) Classes for people with learning disabilities.

342) More time-at least ten minutes between classes.

343) I think the college could come up with a better system for keeping track of who has lockers in the Media and Arts Department. I have been trying for nearly a year to get my lock back. I don't want the locker, just my lock. I have been very patient with the circumstances but surely, something could have been done by now.

344) A lack of organization is classrooms.

345) Getting adequate information on my graduation requirements. Sheets have not been revised for Secretarial Science.

346) Time between classes is too close.

347) Motivation to attend class.

348) Motivation to study outside of class.

349) Someone needs to know who my advisor is. Can't seem to find out.

350) The grading system. For example - all semester you make MH's on your tests except on one; you made an M. You get an M for the class. Not fair!

STUDENT SURVEY - STUDENTS

351) I think this school should get a pat on the back for a job well done! I'm proud to say I go to SOUTH OKLAHOMA CITY JUNIOR COLLEGE!

352) A person at the job placement center area gives you a lot of encouragement and then gripes at you if the job doesn't work out. I have had this experience and so have other students I have talked to.

353) I'm concerned about the issue in the Pioneer a few weeks back when the issue was foreign students being able to post anything they wanted because of free speech. BULL!!! If they want to post Pro-Khomeini bulletins, let them do it on their bathroom walls at home. The day I see one posting it in school is the day I fight.

354) Some classes have too many foreign students who do not understand what's going on and disturb others by chatting in their own language.

355) People are very rude about their smoking habits.

356) Smoking in enclosed rooms.

357) Course registration - Registered early for fall 1981 classes. Terminal operator entered me in wrong section. I had no way of knowing this until I showed up for class, did not appear on instructor's roll, but discovered I was enrolled for another time. I went to have enrollment corrected-(with my original schedule in hand)-was told the class was full and registration for it closed. Instructor found the only way to get me in the class would be for him to petition a larger class. (I could not attend class at the incorrect time). The point is - This mistake could have been caught early if I, the student, would have received a hard copy (computer generated) of the enrollment. The student never know or confirms what is entered. PLEASE GIVE US A PRINTOUT OF OUR REGISTRATION!

358) Counselors are of no help to you except to sign enrollment forms that are already filled out.

359) Staying awake.

360) Getting to school on time.

361) Not being able to participate in lab due to other classes at the same time.

362) Have a hard time meeting people.

363) Getting here on time because I live so far away but am working on that myself.

364) The Student Senate is virtually non-existent due to lack of interesting activities.

365) Being told by those answering the phones in the Admissions and Counseling that programs do not exist that do (like friends being told there is no Nursing Program nor has there ever been one).

366) Having a hard time carrying my books around the college.

367) People smoking in class.

368) No problems - really think it's a terrific school!

369) Many times it is better to ask the professors what is needed to get a certain degree because the help in the enrollment area tells you wrong or they don't know.

370) Lack of involvement from students.

371) Both students and professors who stand on the stairs and talk making it difficult to pass by.

FACULTY - STUDENTS

372) Student newspaper should reflect more student ideas and activities (seems to be too much faculty news and ideas).

373) Veterans are not encouraged to pursue 4 year degree. Instead, use it all here.

74) A more serious effort should be launched (and supported) to encourage the traditional transfer student to come to our campus. We must develop our image as a quality institution which provides substantive and useful instruction for students.

75) Lack of concern and understanding for the nuances of the English language. Students seem to want "the answer" to the objective (in one sentence or less) and regard development of the topic in lecture as imposing on their time and good humor. (Some, but close to the majority)

76) What are the effects on students and SOCJC as a consequence of Reagan's economic slashes?

77) Students do not have much contact with each other or school activities which I feel is important.

78) Students need more accurate information from enrollment personnel regarding transferability of credits, course content, etc.

79) Students need to be identified and helped before they become faculty problems.

80) Realistic goal-setting for student.

81) There is a definite lack of parking, especially in the rear lot.

82) We need to insist on more developmental studies for marginal students.

83) Far too many of our foreign students do not understand English well enough to be in our classes. They get by --- they learn to pass tests by memorizing key words, phrases, math formulae, etc., but without ever learning their true meaning. This problem needs more than just faculty attention.

84) Need to insist that students demonstrate an acceptable level of English skills -- verbal and written prior to enrollment in regular classes.

85) Help them develop responsibilities by insisting that certain rules, regulations, criteria, etc., has to be maintained and adhered to. This would allow us to better organize and in turn better service the student.

86) Use of facilities for outside activities which disrupt classroom space and/or cancellation of classes, especially when concentrated within one 8 week entry and on same nights or days.

87) Provide additional parking.

88) Provide more social opportunities and functions.

89) Some type of financial assistance program for our refugee students other than BEOG and work study or offer more classes they can take and pass.

90) Better facilities for the handicapped student.

391) Need more **quiet** places for students to study.

392) We need to develop special sections in "required" subjects for our foreign student **population.**

393) I am concerned with the English communication **skills** of International students and refugees. In particular, how are we judging when a student may enter career courses where efficient communication is **directly** related to **their** ability to perform and their safety?

394) Students taking courses at Garfield do not have access to LRC, Food Service, Student Development, etc. (especially students who take only one course which meets on Saturday or in the evening).

395) There is no mass transportation to and from Garfield. Instructors often provide students transportation. This also affects the ability to secure work study students for programs **officed** at **Garfield.**

396) Students taking courses back to back, one at Garfield, and one on the main campus, do not have travel time **between** classes.

397) We need the manpower (Student Development) to do more extensive testing of learning styles and abilities, and interpretation of that **information.**

CLASSIFIED - STUDENTS

398) I think that there needs to be some way of being sure that all international students can speak and understand English at a certain acceptable level. Without this as is the case now, it puts hardships and difficulties on instructors, students, and employees.

399) Better area needs to be provided for Food Service and activities (TV room, card room, etc.)

400) I don't know of a dress code at this college, but I feel there should be a lenient one that above all stresses personal hygiene and cleanliness. Maybe we could include it with the enrollment papers and word it in a friendly, courteous manner, that this is a clean institution and we want to keep it that way, respectfully.

401) Many students pay no attention to "No Smoking" in closed classrooms; smoking creates a very poor, messy looking atmosphere for all students, not just non-smokers.

402) Not enough activities are planned; and those that are planned are not completed in time to let them know effectively.

403) In the past, it has been difficult for students to find transportation from main campus at Garfield. **Also**, student services (LRC, Financial Aid, etc.) at main campus are not readily available to Garfield students.

404) Need night time babysitting for students with kids. (Drop-in service)

405) A number of students pay no attention to parking regulations.

406) Snuff dipping should be banned throughout the college because it creates housekeeping problems.

MID-MANAGEMENT - STUDENTS

407) Provide quiet enclosed study space.

408) Review smoking policy in classrooms.

409) Availability of support services for weekend students.

410) Provide more LRC space and quiet areas for study.

PROFESSIONAL NON-INSTRUCTIONAL - STUDENTS

411) I am concerned about the inconvenience to students who want to get a transcript. The procedure currently utilized requires two trips to the college and I would like to see something developed where it could be obtained when the request is made.

412) Schedule evening classes to begin at 5:45 instead of 5:30 to allow students who work a little more time to get here, get parked, get something to eat before class begins.

413) Investigate the possibility of a Student Union and Alumni Association.

414) We need some sort of Honor Society to reward students. This also is good for employment possibilities after graduation.

415) Increase student parking spaces.

416) Even though we are growing rapidly, I am concerned that students are treated as individuals. I don't want this to become a little "OU".

417) Coordinate identifiable program for disabled students and International students.

418) Develop telephone registration.

EXECUTIVE CABINET - STUDENTS

419) Concern that consideration is being given to extending operating hours while current operating hours are not being adequately utilized.

420) Our need to increase enrollment is causing us to rationalize late enrollments which may be actually causing a disservice to students by placing them in an environment where they cannot succeed.

421) Develop assessment system for special students - ESL, International, Learning Disabled.

422) Evaluate the need for mandatory placement or alternate tracking systems for students lacking college level skills.

423) Obtain student input into the development and implementation of a student center.

424) Evaluate the financial needs of the older American in relationship to all students and available resources.

425) Further investigate a self-goverance model for student input and involvement.

426) Determine what, if anything, is needed to recognize academic achievement (Honor Rolls, etc.

BOARD OF REGENTS - ADMINISTRATION and MANAGEMENT

427) There is a need for a marketing plan for non-credit courses.

428) Develop marketing activities which will lead to one-on-one contacts.

429) Be positive in the goal setting process - build on our strengths.

430) Are faculty concerns getting to the Board and what steps are being taken to communicate back on action taken?

431) A revision of the college Master Plan should be done every three years for the next ten years looking at FTE, staffing, and facilities.

432) In implementing the marketing plan, is less effort being focused on the declining High School students and more on other targets?

433) The Development Foundation needs direction from the President, Vice Presidents, and Directors so that the Foundation can begin to play an important role.

434) Name change.

435) The Development Foundation needs to be aware of the legal requirements for fund raising.

436) Need to develop a system to acknowledge the efforts of people who do things and speak for the college.

437) A plan is needed to identify serious deficiencies at the college.

438) Parking lots are a serious problem.

439) Work with public relations so that the community can see the college. Market the new theater, the old theater, and the Board Room as meeting places for community activities

440) Use garden clubs to landscape the campus.

441) Install entry way lighting.

442) The new theater should be used as a center for community theater.

443) Revise the college letterhead to reflect the initial purposes of the college (dedicated to the people of the community).

NORTH CENTRAL CONCERNS - ADMINISTRATION and MANAGEMENT

444) Lack of state funding for non-credit courses and community service activities places an additional burden on college resources.

445) The noise problem, although addressed by the administration in a number of ways, persists, with excessive noise too often being a serious distraction.

446) Some faculty and staff persons feel that their concerns are not seriously considered during the annual planning process.

447) Community input or participation in the planning process appears limited to members of the Board of Regents and to members of the various advisory committees working through the Institutes.

448) Consideration of alternate resources in the areas of finances and acquisition of capital equipment is apparently not an important part of either the planning process or the Master Plan at this time.

449) Many faculty members appear uncertain or insecure about their role in the marketing plan.

450) The current grading system is not being used uniformly throughout the college.

451) The institution sees itself in a continuous growth mode and has not planned for stable or decreasing enrollments. Although growth appears realistic for the near future, the institution should develop contingency strategies in the event enrollment stabilizes.

452) Faculty feel the need for a director of marketing that would relieve them of some of their required marketing functions.

453) The Office of Institutional Research and Development should be given the support necessary so that it can continue performing its present functions while adding those dealing with staff development and marketing research.

454) Because of the difference of opinion between administration and some members of the staff about the effectiveness of the present security system, a means of communication should be developed to try to dispel the fears, however unwarranted they might seem.

455) Additional landscaping - especially the addition of some trees - would enhance the exterior appearance of the campus.

456) Even when it becomes possible for a return of Community Services to an on-campus location, careful thought should be given to the special benefits that an off-campus site has provided.

457) The college community, in general, should recognize that formal needs assessment studies are but one way to determine the offerings of a Community Service program.

458) Various and periodic community needs surveys might be utilized in order to incorporate a broader spectrum of community concerns and ideas into the annual planning process.

459) Workshops or seminars might be held periodically to acquaint faculty and staff with the wide variety of promotional and marketing activities in which they might **comfortably**, confidently, and **beneficially** participate.

460) Additional effort should be exerted in an attempt to get a larger response from graduates for the follow-up studies.

PLANNING COUNCIL - ADMINISTRATION and MANAGEMENT

461) Increasing demands for M.I.S. **services**. There is currently a two to **three year backlog** for administrative systems. More positions are needed to provide the services faster or we will continue to have to say we cannot get to a particular job this year.

462) Proper utilization of office systems could be quite beneficial to the college. This could be one way of increasing productivity. However, if these systems are added, we may do so without seeing how many clerical positions could be reduced. For example, preparation of learning packets.

463) We are not adequately dealing with the need for additional parking lots, parking road repairs and the kitchen area in the Food Service.

464) Our most recent construction projects are developing very high maintenance costs very rapidly after initial completion.

465) In an attempt to obtain the greatest amount of square footage possible during construction, we have built systems that will require high maintenance and operating costs for years to come.

466) Construction continues to drag and no new facilities become available for classroom space.

467) The proposed name change may have an adverse effect on members of the local community and will not serve the job it would have served if the change had been made three years ago.

468) More and more purchases of supplies and equipment is being requested on shorter and shorter lead time.

469) Much planning has been done in Food Service in the kitchen, dining and service areas in years past, but there has been no finalization of plans.

470) Additional operating hours changes are being met throughout the year without being planned for during the budget preparation cycle so that resources are not available to support the additional requested hours.

471) **Establish the** college as a **Newcomer's Center by preparing and distributing** packets of information about the **college to places** and individuals with which newcomers would normally come into contact. Oklahoma City is **experiencing** the Nation's greatest influx. We need to introduce **ourselves early and bring folks** on campus for assistance in planning their educational lives.

472) The Board should set the tone for all futuristic moves through a clearly articulated statement of support for continued innovative approaches to education.

473) The college needs to schedule hours of operation to meet the needs of the students. We may need to look at extended evening and Saturday hours.

474) Students computerized guidance system.

475) Develop telephone registration so that a returning student could use this method to enroll.

476) Change the night schedule to begin at 5:45 or 6:00 p.m.

477) Modify __% of existing instructional areas for better sound control.

478) Define normal span-of-control and level when planning for change should be initiated.

479) Develop long range plan for purchase of new and replacement equipment.

480) Seek better synchronization of budget and goals setting cycles by moving goals setting nearer budgeting dates.

481) Develop state-wide consortium for Cable TV.

482) Devise long range plans for computer application of information processors in administrative offices.

483) Finalize plans for move to the Arts and Humanities building and develop plan for moving into the Phase IV project.

484) Seek computer assistance to reduce time presently required in building schedules.

485) Develop and abide by a year-long printing schedule for schedules, mailouts, etc.

486) Further refine mail-in and off-campus registration.

487) Clarify role of Community Service Center in meeting business and industry and Older Americans needs.

488) Scheduling of meeting during class starting weeks reduces idea generation and staff efficiency.

489) Planning and implementation of the new mailing list needs to be completed.

490) There needs to be a year-long program of marketing which includes sharing schedule of activities, mailing, etc. so that personnel involved in schedule preparation and staffing of activities will be able to plan effectively.

491) In the development of schedule timelines, those people who are affected should have some input.

492) Competition within the area; diversity and number.

NORTH CENTRAL CONCERNS - INSTRUCTION

493) *The allocation of additional space to the LRC is going to be necessary if present levels of service to students and faculty are to be maintained.*

494) *Serious attention needs to be given to establishing a workable, systematic plan for replacing expensive video and television equipment.*

495) *In evaluating how well the preparatory program at South Oklahoma City Junior College prepared them for continuing their education, the more recent graduates indicated less satisfaction than former graduates.*

496) *Since students opt for developmental studies courses, these services are not being fully utilized.*

497) *Syllabi and learning packets were not available for some courses.*

498) *Some special topics courses have been offered for more than a year but have not gone through the normal approval process.*

499) *Consideration should be given in the near future for additional space for the Food Service Management and the Child Development programs.*

500) *A collection development policy in the Learning Resources Center, now being formulated, needs to be completed and implemented if the breadth and depth of the collections are to continue to improve.*

501) *It would be wise to establish a system that would provide a specialized check in the final product resulting from media projects produced by faculty.*

502) *A greater involvement by faculty in the initial step of annual planning should be cultivated.*

503) *Advanced standing tests may need to be expanded to additional areas in the college.*

504) *Written procedures regarding the operations of special topics courses should be developed and implemented.*

PLANNING COUNCIL - INSTRUCTION

505) *Develop and provide pre-retirement counseling and financial planning of services for individuals who are preparing to change lifestyle.*

506) *Develop a program to prepare senior citizens or older students for changes in career options.*

507) *Assuming increased Federal funding for defense, Tinker AFB can be expected to grow in personnel, numbers of responsibilities, and training needs. Establish and/or strengthen contacts now to be ready to meet future training needs.*

508) Become a community computer center offering guidance to individuals and small businesses regarding systems that best meet their needs, training in the basics of computer literacy, and contracting to sell computer time as appropriate. Significantly increase the size of the MIS operation in terms of staff and equipment to gear up for expected growth of role of technology in increasing institutional productivity.

509) Develop a concentrated and centralized program to develop training programs in business and industry.

510) Devise a system to assess community needs as directly as possible.

511) Educate employees and students on the "reality" of computers; i.e., eliminate myths, help to understand present and future uses.

512) Develop an assessment program to meet the needs of off-campus students. Possibly in the future this could be accomplished by tying into home computer systems.

513) Provide cable TV students with a TV course designed to develop independent study skills.

514) Design a program for assessment and placement of handicapped and learning disabled students.

515) Design a program for assessment and placement of ESL students.

516) We need to continuously develop and revise curriculum to meet changing community needs.

517) Develop more apprenticeship programs.

518) Provide students with a variety of instructional modes for each course designed to meet individual learning styles.

519) Implement central testing within projected budget.

520) Design and implement quality control for environment of instructional areas.

521) Define level of computer literacy necessary for graduate of each program.

522) Define level of computer literacy of each faculty person for their program.

523) Define incoming student level of computer literacy.

524) Seek to increase enrollment of traditional/full-time student.

525) Provision of leadership role and assistance to others in providing off-campus credit activities.

526) Factors such as staff time and adjunct monies are limiting the growth of the Community Service Center. Lack of time and geographic distances could negatively affect growth.

527) Adjunct rates for credit courses need to be standardized to assure the continual high quality of instruction.

BOARD OF REGENTS - INSTRUCTION

28) *Training needs to be provided for community members and small businesses on using small computers and automative offices.*

29) *The college could offer an arbitration training program. The BBB is currently offering an arbitration seminar.*

30) *The college needs to develop a Consumer Education program.*

31) *The Bookstore needs to sell the Consumers Buying Guide.*

32) *The faculty's feelings of inadequacy in dealing with marketing needs to be dealt with.*

33) *Cable TV needs to be looked at for the quality of the picture and for other uses for the cable.*

34) *The college needs to look into the development of co-op work programs for students.*

NORTH CENTRAL CONCERNS - PERSONNEL WELFARE

535) *An orientation session at the beginning of each major entry point may not be reaching all adjunct faculty.*

536) *Although the college has Staff Development as a goal this year, at the current time there is little direction*

537) *Evaluation of adjunct faculty is not done on a consistent basis.*

538) *There has been a rapid turnover in classified personnel in the testing centers.*

539) *Transcripts for part-time faculty should be required to be on file, at least by the beginning of the second term in which the individual is going to teach.*

PLANNING COUNCIL - PERSONNEL WELFARE

540) *A more accurate system is needed for job placement in our Wage and Salary Program. For example, factor analysis.*

541) *We may be paying for duties and responsibilities in some job that is actually being performed at a lower level.*

542) *We do not have a contingency plan for staff reduction in case a reduction in funds takes place.*

543) *There are still inequities as far as workload is concerned in varying clerical positions.*

544) *Provide opportunities on campus for part-time employment, paid and voluntary, for older Americans.*

545) Identify organizations in the community where robotics are currently used or where they are expected to be used to develop funding sources for purchase of equipment, cooperative training programs, and upgrading of skills for faculty.

546) Establish a Faculty/Staff Renewal Center operated by and for faculty and staff where employees may receive confidential career counseling and through which contracts can be negotiated with business and industry to exchange employees for a set period of time. Burnout can be minimized; faculty and staff can gain and/or upgrade skills; new expertise can come into the classroom; rejuvenation can occur for everyone involved.

547) Provide opportunities for sabbatical leave at full or partial salary for all full-time, professional employees after a specified number of years service. Require a specified number of years of service upon return to enable new skills or information gained during leave to be incorporated into the instructional program.

548) All staff involved with any type of advisement to students should have career counseling skills. We could provide this information through staff development seminars or workshops.

549) Provide greater staff development activities to employees; i.e., computer training, management training.

550) Provide more frequent brainstorming opportunities for employees.

551) Provide employees with creative work schedules; i.e., task system, flexible scheduling, work sharing.

552) Reduce present performance levels of five to three or four levels.

553) Provide resources/training for faculty needing to use information processors in the institution.

554) Produce in writing a long-range staff development plan with year I implementation including productivity of support staff.

555) Refine contract preparation procedures to promote reduction of workload.

556) There needs to be a conscious effort on the part of all employees of the institution to learn more about community based education, community development, and services to the community.

557) A conscious effort should be made to involve the entire campus in community activities such as United Way drives, Chamber Membership drive, etc.

558) Permanency of CSC staff offices and the beginning of an uncertain identity.

<u>BOARD OF REGENTS - PERSONNEL WELFARE</u>

559) Health insurance - use third party program, buy insurance and invest difference between premiums and medical costs.

NORTH CENTRAL CONCERNS - STUDENTS

560) Students have not been involved in budget planning for the use of the activity fee. In addition, part-time students, older students and evening students have not been adequately involved in student activities and planning.

561) There is no child care service available at the main campus.

562) Generally speaking, students do not appear to have been very involved in any ongoing, systematic ways in the regular management of activities and operations of the college; "things" seem to be done for students, on behalf of students, but without much input on their part.

563) Students are concerned about what they perceive as a lack of adequate services at night.

564) The college needs to investigate the trend in the statistics indicating less retention of students from the fall to the spring semesters than from spring to the following fall as this is the reverse of the pattern of most institutions.

565) Steps should be taken to determine the extent of need for a child care service on campus, especially in light of the current enrollment pattern of the college.

566) An effort should be made to determine the types of activities desired by part-time, older, and evening students in particular.

567) A review of all student services currently provided in the evening should be complemented by regular surveys of evening students to determine if services needed and desired by such students are being provided at times and places best suited to these students.

PLANNING COUNCIL - STUDENTS

568) Coordinate an effort to require every full-time staff member to pay an on-site visit to a business or industrial setting once annually. Identify an office or individual who will gather what has been learned and disseminate the information to those who need to know.

569) Identify businesses and industries (including Federal and State employees) who have or are planning to reduce work force. Provide assistance to displaced employees through counseling, retraining, and job placement. Contract with affected employees to share the costs of such services.

570) Develop enrollment and advisement for distant learners. We could televise orientation for these students.

571) Support groups could be formed for specific student groups; for example, disabled and international students. We should also utilize these groups as a resource.

572) Provide child care on the main campus for staff and students.

573) *Locate and utilize alternate sources for financial aid to students.*

574) *Increase initial career counseling opportunities for students.*

575) *Educate students on the "reality" of computers; i.e. eliminate myths, help to understand present and future uses.*

BOARD OF REGENTS - STUDENTS

576) *The college needs to have an ongoing program with Alumni to build rapport.*

TABLE IV

INSTITUTIONAL GOALS

INSTITUTIONAL GOALS

1982 - 1983

I. NEW TARGET AUDIENCES

Establish institutional priorities and timelines for new target audiences, services and programming. Specific emphasis should be given to identifying a project coordinator, reviewing the task force plan, and establishing a timeline for implementation in the following areas:

A) Older American Programming
B) Alternate Learning Systems
C) Business and Industry Relations
D) New Technology Development

II. STUDENT GOVERNANCE

The Student Advisory Council, in coordination with all areas of Student Development, should develop a three- to five-year plan. The plan should focus on increasing student involvment in the programming and scheduling of activities and in institutional planning at all levels.

III. EMPLOYMENT AND EVALUATION SYSTEMS

Review the institutional process of employment, evaluation and compensation with consideration to:

A) The fringe benefit package
B) The purpose, process and expected outcomes of the evaluation system
C) The process of employing, orienting, and compensating adjunct and part-time employees
D) The process of task analysis and the placement of jobs in the Wage/Salary Plan and the communication of this to all employees.

IV. CAMPUS BEAUTIFICATION

Initiate a campus beautification project which will focus on both internal and external landscaping including:

A) The reduction of noise to acceptable levels
B) The repair and development of parking and roadways
C) The planting of trees and shrubs.

V. MARKETING PLAN

Review, renew and revitalize the marketing plan. Special emphasis should be given to Program Marketing and the areas of Recruitment, Retention, and Image.

VI. CAPITAL EXPENDITURES

Develop a long-range plan for capital expenditures with major emphasis on new equipment and replacement of worn and outdated equipment.

VII. STAFF DEVELOPMENT

Continue development of an institution-wide Staff Development program which includes a structured plan for implementation, for communicating opportunities, and for evaluating the success of the program relative to its meeting institutional and individual needs. Emphasis should be given to at least the following areas:

A) New employee orientation
B) Employee renewal to combat burnout
C) Orientation to new technologies and services
D) Incentive plans

VIII. BUILDING PROGRAM

Continue work on the building program with the completion of Phase III and design and the development of Phase IV.

IX. BUDGET

Develop the budget for fiscal year 1984.

APPENDIX A

STUDENT SURVEY

APPENDIX A

STUDENT SURVEY

Part of the planning process at South Oklahoma City Junior College involves seeking input from all interested segments of our college community. It would be very helpful to us if you as a student would complete this form and deposit it in the box marked "Student Survey" at the Information Center.

Each concern will be summarized and placed with similar concerns to become part of either an institutional or departmental goal for the coming year.

1. In your everyday activities at SOCJC, what are the two biggest problems you have had?

   a.

   b.

2. What are your two biggest concerns about the instruction at SOCJC?

   a.

   b.

3. List any other concerns or problems you have had at SOCJC.

APPENDIX B

GOALS DEVELOPMENT QUESTIONNAIRE

APPENDIX B

GOALS DEVELOPMENT QUESTIONNAIRE

The process of developing goals for the next fiscal year is underway again. We would appreciate your contributing concerns which you feel are in need of being dealt with. Concerns may be either broad (dealing with the College as a whole) or they may deal with a specific problem in a specific area.

Please return to the Information Center (1-K-3) by
. Thanks for your input.

Please indicate the category in which you belong:

_____Faculty _____Classified _____Mid-Management _____Executive Cabinet

_____Professional Non-Instructional

1) Concerns dealing with the "Students"

2) Concerns dealing with "Instruction"

3) Concerns dealing with "Personnel Welfare"

4) Concerns dealing with "Administration and Management"

APPENDIX C

CONCERNS

CONCERNS SENT TO VICE PRESIDENT OF ADMINISTRATIVE SERVICES

136, 149, 150, 167, 184, 190, 405, 16, 531, 539, 65, 71, 75,

87, 113, 463, 469, 54, 57, 26

1) Planning for Personnel Policies

Develop personnel policies to deal with:

- staff reduction associated with funding loss
- employment opportunities for older Americans
- career counseling for employees
- employee participation in personnel functions
- job satisfaction factors, such, as flexible scheduling, work sharing, etc.

542, 544, 546, 558

2) Insurance -

Research alternate possibilities for employee health insurance, such as, health maintenance organizations and self-insurance (institutional) programs.

559

3) Finalize Food Service utilization plan and implement proposed changes and continue to strengthen the viability of the Food Service Advisory Committee.

65, 71, 75, 87, 113, 463, 469

CONCERNS SENT TO VICE PRESIDENT OF STUDENT DEVELOPMENT

389, 411, 52, 210, 257, 222, 374, 378, 380, 397, 413, 418, 423,

373, 27, 188, 400, 500, 574, 576, 352, 365, 369, 349

1) *We need a college student-work program.*

   34

2) *The college needs some sort of honor society.*

   414, 426, 290

3) *Develop a system of registration which will allow for off-campus mail-in and telephone registration and provide for an immediate printout of the students schedule. Develop a more efficient system to keep all degree sheets up-to-date. (perhaps computerized)*

   570, 474, 475, 486, 345, 357

4) *Management Planning and Decisions -*

   A. *College Policies Enforcement*

      Assume responsibility for monitoring activities and operations to assure established policies are being enforced (observing scheduling priorities in assigned space, smoking, handicapped parking, etc.)

   223, 256, 385, 390, 401, 406, 408, 386

5) *Marketing -*

   Design and implement an annual marketing plan that considers the various employee groups and workload of the individuals. Release time should be considered for some to participate.

   17, 32, 33, 35, 40, 532, 449, 492

6) *Centralize the marketing functions to facilitate the coordination and communication of institution-wide activities. Specific areas to be addressed include: name change, roles of all parts of the college community, utilization of computer and printing services, realistic identification of target groups, and function of the new theatre as it relates to marketing.*

   62, 70, 428, 432, 434, 439, 442, 443, 452, 459, 467, 471, 490

CONCERNS SENT TO THE PRESIDENT

12, 376, 42, 6, 14, 55, 564, 436, 488, 15

1) *Decision Making -*

Continue efforts toward a matrix system of management whereby decisions made will:

- *include appropriate input*
- *be made as expeditiously as possible*
- *be communicated to all areas and persons affected*
- *be less authoritarian and more team oriented*

19, 20, 21, 43

2) *Evaluative Decisions -*

Continue to evaluate service and educational functions for consistency relative to college mission, policies, and available resources. Specific attention should be given to:

- *role and productivity of mid-managers*
- *service functions vs resource expenditure*
- *increases in salaries vs productivity*
- *support services available to community-based students, faculty, and staff*
- *support services to weekend students, faculty, and staff*
- *later starting time for evening classes*
- *increase in xerox printing, especially class schedules and by faculty*
- *multi-levels of management in instructional affairs*

22, 23, 30, 31, 45, 150, 148, 50, 58, 226, 250, 403, 409, 412, 419

CONCERNS SENT TO VICE PRESIDENT OF INSTRUCTIONAL AFFAIRS

374, 137, 138, 136, 176, 187, 228, 496, 498, 504, 526, 258, 267,

327, 328, 343, 427

1) *There is concern that college classroom smoking policies are not being enforced, particularly smoking in enclosed areas and designated smoking and non-smoking areas within the classroom. (emphasis on Board Room)*

   355, 356, 367

2) *A plan of development and evaluation of the following should be implemented:*

   1. *Talkback television - cable*
   2. *Computer assisted instruction*
   3. *Student faculty ratio (appropriate to learning strategy)*
   4. *Cost effectiveness of learning*
   5. *Efficiency of learning*
   6. *Flexibility of schedule*

   197, 201, 205, 212, 230A, 254, 217

3) *There needs to be long-range planning to identify or establish priorities for the incorporation of computers and development of computer literacy in instructional programs.*

   208, 211, 213

4) *There is a concern that quality control be improved in the development and production of learning packets. Flexibility in the design of learning packets is needed to meet differing instructional delivery systems.*

   202, 225, 247

5) *It is suggested tnat instructional operations be improved by:*

   1. *Streamlining faculty administrative duties to improve quality of instruction*
   2. *Posting office hours of institute managers to provide increased availability to faculty*
   3. *Increasing faculty awareness of their professional responsibilities in student relationships*
   4. *Providing consistent enforcement of institutional policies on academic dishonesty*

5. *Strengthening relationships between Community Services and the institutes*
6. *Dealing more effectively with challenges of adequately supporting programs experiencing growth*
7. *Strengthening program evaluation process by evaluating learning packets and print and non-print material used in support of that program*

4, 8, I5, 196, 253, 238, 221, 255, 203

6) *There is concern that a higher level of quality be developed in Media Production and that a long-range plan be established for replacing equipment in both Media Production and Media Distribution.*

199, 200, 233B

7) *Evaluate the grading system for uniformity of application.*

194

8) *SIR's in their present form as well as procedures for the collection and use of SIR data is not meeting the needs of faculty, students, or the administration in improving instruction.*

214, 231, 251

9) *Needs assessments need to be carried out to determine: needed programs, courses, changing values, and they should result in changes in curriculum and offerings. Consideration to be given to developing computer literacy for faculty, new students, and program graduates providing faculty support in the use of microporcessors. Finally, provide leadership and assistance to the faculty regarding off-campus credit activities, and becoming further attuned to business and industry.*

269, 341, 508, 509, 510, 511, 512, 513, 516, 517, 521, 522, 523, 525,

528, 529, 530, 534, 545, 553, 568, 457, 487, 575

10) *Studies should be initiated which would determine the effects of increasing the variety of time from which a course is offered consideration could be given to, more time between classes, not scheduling later than 9:30 p.m., 5:45 p.m. start rather than 5:30 p.m., and in general, offering the student a wider choice of schedules.*

270, 283, 291, 292, 293, 315, 320, 321, 324, 333, 335, 336, 342, 346

11) *Need a system to assure that required texts are up-to-date, match course objectives and are not excessively costly. Need a system to monitor quality and availability of learning packets, quality, and availability of visuals, and to further the provision of alternate learning paths which would accommodate varying learning styles.*

263, 274, 289, 309, 340, 497, 501, 518, 110

12) *The various labs should be monitored to insure that they are open at designated times, are adequately staffed and that staff is considerate of students, that there is an adequate supply of learning materials and they are being efficiently used, and that the number of students using the lab should not exceed the lab equipment capabilities.*

266, 285, 330, 331, 332, 338, 361

13) *There is a need for training the LRC personnel in order to better assist LRC users. Consideration in future planning for the LRC should be given to:*

1. *Easier location of materials*
2. *Additional LRC space and*
3. *Equipment replacement for audio and video*

There is a need for a statewide consortium to enhance the quality of Cable TV.

261, 265, 313, 493, 494, 500, 533, 481, 68, 69

14) *There is a need for a central testing program with additional space along with some instruction as to how to take tests. Need to look at the test retake policy, expand the advanced standing-tests, and evaluate the preparatory programs in relation to our testing procedures.*

276, 303, 495, 503, 519

15) *There is a need to look at our grading system to see if end results are consistent with other institutions. There is a need for uniformity throughout the college, taking into consideration tests and extra outside work in grade determination and the effect of a one grade drop on a test on the overall class grade.*

259, 272, 280, 350, 450

16) *Management Planning and Decisions*

A. College Policies Enforcement

Assume responsibility for monitoring activities and operations to assure established policies are being enforced (observing scheduling priorities in assigned space, smoking, handicapped parking, etc.)

223, 256, 385, 386, 390, 401, 406, 408

17) *Need more complete orientation evaluation and inservice training for adjuncts.*

38

18) *Professional assistance should be given for writing of objectives.*

233A

19) *Criteria for the systematic offering of courses to assure availability according to entry point and time of day need to be established.*

206, 220

20) *Non-traditional methods for the awarding of college credit through advance standing, advance placements, CLEP, etc. need to be implemented throughout instructional programs.*

207

21) *Needs assessment needs to be completed for the establishment of institutional priorities for new directions, such as consumer education, English as a second language programs, and increased off-campus instruction is not routinely accomplished.*

209, 215, 252

CONCERNS NOT DEALT WITH

131, 141, 129, 351, 359, 360, 362, 363, 366, 368, 371, 271, 294

337, 347, 348, 67, 9, 24, 53, 54

APPENDIX D

PRIORITIZED CONCERN STATEMENTS

PRIORITIZED CONCERN STATEMENTS

CONCERN STATEMENTS FROM THE STUDENT AREA

I. *During the change in leadership and after, the institutional focus MUST remain on the student.*

II. *The push on enrollment is causing us to compromise procedures and regulations to secure headcount to the detriment of the student.*

420, 416, 44

III. *Foreign students do not understand English well enough to succeed in classes.*

383, 384, 393, 392, 398, 417, 421, 389

IV. *Current levels of services for handicapped students, i.e. language, learning, physical, are inadequate.*

375, 384, 379, 382, 390, 417, 421, 422

V. *The college is providing activities the majority of students are not interested in.*

425, 388, 402, 372, 377

VI. *Need to develop institutional approach to assisting and utilizing the older American.*

424

VII. *Determine what services are needed by evening, Saturday, and Garfield students and develop implementation processes for services needed but not now provided.*

563, 567, 394, 395, 396, 404

VIII. *Determine the need for providing child care on the main campus for older and evening students and the College staff.*

561, 565, 572

IX. *As the cost of education increases and certain sources for student financial aid are reduced, the college needs to locate and develop additional financial aid sources.*

573

X. *Students do not appear to be very involved in the process of identifying, coordinating and accomplishing student activities (and budget process).*

562, 566, 560, 364, 370

XI. *The college needs to continue to identify the wants and needs of special student groups, i.e. older student, non-English speaking student, disabled students, and develop and implement programs and services to meet these needs.*

566, 571, 505, 506, 514, 515

XII. *The college needs to establish and/or strengthen its relationships with businesses and industries, both private and public, in order to provide assistance to the companies and their employees in training, assessment, job relocation, etc.*

569, 507

XIII. *The college needs to establish a uniform approach to the foreign student policies in regard to advisement, recruitment, and activities.*

353, 354

PRIORITIZED CONCERN STATEMENTS

CONCERN STATEMENTS FROM THE INSTRUCTION AREA

I. *The institution should provide means for faculty updating in the discipline and for revising and developing instruction materials.*

216, 224, 238, 240, 241, 243, 246

II. *There is a concern that quality control be improved in the development and production of learning packets. Flexibility in the design of learning packets is needed to meet differing instructional delivery systems.*

202, 225, 247

III. *Consideration should be given to including in the Staff Development program, areas of study that would deal directly with maintaining interest of students, maximizing the use of classroom time, and in general, upgrade the quality of instruction. Also, an inservice program might concern itself with eliminating problems caused by differences in backgrounds of instructors who teach various sections of given course.*

260, 264, 268, 273, 275, 278, 279, 281, 282, 284, 286, 287, 288, 295, 296, 297, 298, 300, 301, 302, 304, 305, 306, 307, 310, 311, 312, 316, 317, 318, 323, 329, 344, 354, 277

PRIORITIZED CONCERN STATEMENTS

CONCERN STATEMENTS FROM THE PERSONNEL WELFARE AREA

I. *Development should continue toward an institution-wide staff development program including systematic new employee orientation; programs to promote employee renewal and combat burnout; and incentive plans such as, sabbatical leave, release time, and salary increments for advanced degrees for non-teaching professionals. The classified staff should be encouraged to form an association.*

122, 130, 142, 152, 160, 158, 165, 169, 179, 159, 204, 234, 144, 164

II. *The institution should continue to improve its evaluation system as it relates to salary increases with special emphasis on changing the numbering system.*

121, 126, 143, 154, 155

III. *Additional fringe benefits should be incorporated into the benefit package including dental insurance and teacher retirement. Concern was expressed to develop a plan for part-time employee benefits.*

120, 128, 135, 157, 161, 166, 174, 193, 127, 132, 145, 123, 134, 146, 162, 175, 177, 186, 189, 127, 140, 139, 180, 156, 125, 133, 191, 151

IV. *The institution should develop a structured system, apart from the wage/salary plan, with various means of recognizing outstanding performance to cover all employees.*

147, 148, 163, 155, 121, 2

V. *<u>Staff Development</u>*

Design and implement a program to insure that all college employees have a working knowledge of the existing long-range staff development plan.

A. *Orientation*

Expand orientation activities for new employees and extend over a longer period of time.

B. *Continued Education*

Institutional -

1) *Staff Development programming will include continuing education activities to insure college staff awareness of new technologies and services.*

Professional -

2) Staff development will include job leave for professional growth to improve job performance.

Personnel -

3) Staff development will support personal growth by the implementation of such programs as a Faculty/Staff Renewal Center.

535, 536, 547, 548, 549, 553, 554, 557, 172, 173, 556

VI. *Job Function*

1) Review, revise and communicate to each employee the process of task analysis and to his/her job placement within the Wage and Salary plan.

2) Review, revise and communicate preparation procedures defining workload components to promote equity in application of the workload formula.

540, 541, 543, 555

VII. *Evaluation*

Review the evaluation process with emphasis on evaluation of adjunct faculty and reconsideration of the rating system.

537, 552, 527

VIII. *Morale*

Develop a system allowing increased involvement of employees in problem solving development of job descriptions and factors affecting job satisfaction such as, work schedule flexibility, communication of future plans, and staff development activities.

538, 550, 551

PRIORITIZED CONCERN STATEMENTS

CONCERN STATEMENTS FROM ADMINISTRATION AND MANAGEMENT

I. *Expeditiously work toward the hiring of a President who will complement the mission of the College, support efforts to complete annual goals and objectives and continue to build the image of the institution on the local, state, and national levels.*

II. *New Programs/Services*

Decisions pertaining to new targeted audiences, services and programs should be made at the appropriate administrative level and duties for implementation delegated to areas of responsibility.

28, 29, 36, 37, 51

III. *Physical Facilities*

A. *Parking*

Continue development of parking space to adequately address growth of the college.

3, 49, 381, 387, 415, 168

B. *Noise*

Develop and implement a plan for reducing noise and other learning distractions to acceptable levels.

39, 219, 230, 232, 235, 236, 237, 239, 242, 245, 185, 81

C. *Building Maintenance*

Allocate resources necessary to maintain mechanical physical and cleanliness conditions of campus facilities at an acceptable level.

56, 218, 219, 229, 230, 232, 249, 248, 171, 181, 183, 192, 124

D. *New Space*

After reviewing need and availability of space, give appropriate attention to:

- *Adequate expansion of Media Distribution area*
- *Faculty and staff lounge*
- *Student Union*
- *Development of outdoor learning facilities*
- *Quiet study area(s)*
- *More general purpose classrooms*

Food Service Management and Child Development Programs - 499

13, 93, 198, 227, 244, 407, 410, 413, 391, 399, 170, 182

IV. *Timelines and Schedules*

Concerted effort should be made at all management levels to produce schedules of activities and timelines for implementation. These should be shared with all pertinent persons and departments. Any revision should be communicated as soon as possible. Some concern areas are:

- *Bringing budget planning and goals planning into synchronization*
- *Accessibility of management to all employees*
- *Establish and keep guidelines for requisitions*
- *Follow established guidelines for notification of rehiring*
- *Establish and keep annual plan for marketing (publicity)*

15, 25, 26, 27, 57

V. *Staffing/Workload*

Planning should continue to determine "normal" span of control so workload adjustments can be made when necessary. Departmental or group workloads should be evaluated to reduce "hills and valleys". Institutionally, consideration should be given to allowing classified personnel release time to participate in college committees, task forces, or other college functions including the establishment of a classified staff association.

18, 41, 5, 46, 47, 1A

VI. *Management Mental Hygiene*

Management should assume (and give) positive reinforcement for doing a good job. Stress management techniques should be scheduled as part of Staff Development. Care and consideration should be given to promote cooperation between management and reduce competitive feelings.

1, 7, 10, 11, 153, 195

VII. *Concentrate on implementing known remedies for improving the total physical environment of the institution including noise reduction, parking, smoking policy, space utilization, traffic flow, landscaping, maintenance costs, and security.*

59, 60, 61, 63, 64, 66, 72, 73, 74, 76, 77, 78, 79, 80, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 111, 114, 115, 116, 117, 118, 119, 262, 299, 314, 319, 178, 322, 325, 326, 334, 339, 438, 439, 440, 441, 442, 445, 454, 455, 463, 464, 465, 466, 477, 483, 520

VIII. *Develop and implement procedures for a more appropriate sequencing of planning and budgeting including better utilization of information and resources obtained from the community, faculty, staff, and students.*

112, 429, 430, 431, 437, 444, 446, 447, 448, 451, 453, 456, 457, 458, 460, 461, 462, 468, 470, 472, 473, 476, 478, 479, 480, 482, 484, 485, 489, 490, 491, 502, 557

IX. *Strengthen the Development Foundation by establishing clear direction and guidelines from the Administration for program operation.*

433, 435

APPENDIX E

GOALS

GROUP I - ADMINISTRATION and MANAGEMENT

1983 GOALS

1) *Establish institutional priorities and timelines for new target audiences, services and programming, assign planning and implementation responsibilities.*

28, 29, 36, 37, 51

2) *Combine improvement of physical facilities, specifically regarding repair and development of parking areas, reduction of noise to acceptable levels, and development of in-house and out-house landscaping plans.*

3, 49, 381, 387, 415, 168, 39, 219, 230, 232, 235, 236, 237, 239, 242, 245, 185, 81, 56, 218, 219, 229, 230, 232, 248, 249, 171, 181, 183, 192, 124, 499, 13, 48, 198, 227, 244, 407, 410, 413, 391, 399, 170, 182, 322, 325, 326, 334, 339, 438, 439, 440, 441, 442, 445, 454, 455, 463, 464, 465, 466, 477, 483, 520, 59, 60, 61, 63, 64, 66, 72, 73, 74, 76, 77, 78, 79, 80, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 111, 114, 115, 116, 117, 118, 119, 262, 299, 314, 319, 178

3) *Develop and implement procedures for synchronizing the planning and budget processes, including better utilization of information resources obtained from the community, faculty, staff and student.*

112, 429, 430, 431, 437, 444, 446, 447, 448, 451, 453, 456, 457, 458, 460, 461, 462, 468, 470, 472, 473, 476, 478, 479, 480, 482, 484, 485, 489, 490, 491, 502, 557, 25

4) *Strengthen the Development Foundation by establishing clear direction and guidelines for short- and long-range projects.*

433, 435

GROUP II - INSTRUCTION

1983 GOALS

1) *Develop a plan for the assessment of institutional priorities that will guide the college during periods of growth, maintenance, or retrenchment.*

2) *Establish priorities for Staff Development which will be consistent with institution and planning. Immediate emphasis needs to be given to information processing and new technologies being implemented or anticipated.*

216, 224, 238, 240, 241, 243, 246, 38, 233, 260, 264, 268, 273, 275, 277, 278, 279, 281, 282, 284, 286, 287, 288, 295, 296, 297, 298, 300, 301, 302, 304, 305, 306, 307, 310, 311, 312, 316, 317, 318, 323, 329, 344, 354

GROUP II - INSTRUCTION (Continued)

3) *During the planning for change in leadership and after, institutional focus must remain on the Student and Institutional Mission.*

4) *It is important that current college staff have input in the Presidential selection process.*

GROUP III - STUDENTS

1983 GOALS

1) *Using the Student Advisory Council concept as a base, develop a 3-5 year plan to increase student involvement in programming, scheduling, and institutional governance.*

   420, 416, 44, 425, 388, 402, 372, 377, 562, 566, 560, 364, 370

2) *Finalize a multi-year plan for Business and Industry relation and implement Phase I.*

   573, 569, 507

3) *Evaluate the present voluntary advisement, assessment and placement system, as they influence chances for student and faculty success, and develop a new plan if warranted.*

   383, 384, 393, 392, 398, 417, 421, 389, 375, 384, 379, 382, 390, 417, 421, 422, 566, 571, 505, 506, 514, 515, 353, 354

4) *Finalize a multi-year plan for the development of New Technology and implement Phase I.*

5) *Finalize a multi-year plan for the development of Alternative Delivery Systems and implement Phase I.*

6) *Finalize a multi-year plan for an Older American Program and implement Phase I.*

   424, 566, 571, 505, 506, 514, 515

7) *Test the perception among students that evening/Saturday services are inadequate and develop a new plan if warranted.*

   563, 567, 394, 395, 396, 404

GROUP IV - SUPPORT SERVICES

1983 GOALS

1) Continue development of an institution-wide Staff Development program which includes a structured plan for implementation, for communicating opportunities, and for evaluating the success of the program relative to its meeting institutional needs. Emphasis should be given to at least the following areas:

   A) New employee orientation
   B) Employee renewal to combat burnout, such as employee exchange with Business and Industry
   C) Orientation to new technologies and services
   D) Incentive plans, such as, sabbaticals, release time, etc.
   E) Other

   122, 130, 142, 152, 160, 158, 165, 169, 179, 159, 204, 234, 144, 164, 172, 173, 535, 536, 547, 548, 549, 553, 554, 557, 556, 1, 7, 10, 11, 153, 195

2) Evaluate current fringe benefit package in relation to those available at other agencies and institutions for purposes of upgrading present benefits at SOCJC, attraction of new employees and retention of present college employees.

   120, 128, 135, 157, 161, 166, 174, 193, 127, 132, 145, 123, 134, 139, 146, 162, 175, 177, 186, 189, 127, 140, 132, 145, 156, 125, 133, 180, 191, 151

3) Conduct an intensive and indepth study of the employee evaluation system in terms of purpose, process, and expected outcomes with revision to be implemented in those areas where needed. Emphasis should be given to the following areas:

   A) The number rating system
   B) Communication to all employees
   C) Criteria to be utilized in evaluations, especially N T P and classified employees

   537, 552, 527, 121, 126, 143, 154, 155, 18, 41, 5, 46, 47, 1A

4) Review and evaluate the process of employing adjunct faculty and part-time employees. Specific attention to be given to the review and/or development of an orientation process, an evaluation process, and an established compensation plan with possible fringe benefits.

   120, 128, 135, 157, 161, 166, 174, 193, 127, 132, 145, 123, 134, 139, 146, 162, 175, 177, 186, 189, 127, 140, 132, 145, 156, 125, 133, 180, 191, 151

5) Review, revise, if needed, and communicate to each employee the process of task analysis and the placement of the position within the Wage and Salary Plan.

   540, 541, 543, 555

GROUP IV - SUPPORT SERVICES (Continued)

6) *Develop a structured process or plan apart from the wage/salary plan which will recognize employee performance. The plan should give specific attention to: 1) the improvement of employee morale, 2) job satisfaction, 3) recognition of unusual activities and accomplishments, 4) staff participation in problem solving and task analysis of job duties, 5) work scheduling, 6) involvement in future planning and goal setting.*

147, 148, 163, 155, 121, 2, 538, 550, 551

GROUP I - ADMINISTRATION and MANAGEMENT

LONG-RANGE GOALS

1) *Long-range landscaping.*

2) *Long-range student involvement in their future.*

3) *L R C be central part of delivery system.*

4) *Control external use of internally developed learning materials.*

5) *Consideration of alternate resources in area of capital funding.*

6) *Develop interactive systems.*

GROUP II - INSTRUCTION

LONG-RANGE GOALS

1) *Coordinate planning and budgeting cycles.*

2) *Explore ways to create additional efficiencies and maintain or improve quality in institutional operations through the application of new technology.*

3) *Study and evaluate learning effectiveness of current and planned alternative delivery systems.*

GROUP III - STUDENTS

LONG-RANGE GOALS

1) *Continue to develop special services and programs for the disabled.*

   375, 384, 379, 382, 390, 417, 421, 422, 566, 571, 505, 506, 514, 515

2) *If and when a student union is built or the children's center is relocated on campus, the feasibility of a drop-in child care center should be determined.*

   561, 565, 572

3) *Continue to develop special services and programs for the international students.*

   383, 384, 393, 392, 398, 417, 421, 389, 353, 354, 566, 571, 505, 506,

   514, 515

GROUP IV - SUPPORT SERVICES

LONG- RANGE GOALS

1) *To reduce the burden on college resources and to promote flexibility and spontaneity of programming, alternative funding and budgetary processes for non-credit activities will be evaluated and if feasible, implemented.*

2) *Continue the Older American Task Force for the purposes of monitoring developments during FY '83 and to provide imput into the future development of the program.*

3) *Develop a systematic approach to addressing the noise problems with short- and long-range plans for eventaully reducing noise to acceptable levels.*

4) *Ensure equipment acquisition and maintenance at a level necessary to support the various areas of the institution with emphasis on new technologies and alternate learning systems.*

5) *Evaluate the need for child care services on-campus, including amount, time of day, day of week, etc. After evaluation, develop and implement needed day care operations.*

6) *Identify an Older American program project coordinator, review the task force plan and establish a timeline for implementing activities agreed upon.*

7) *Identify an Alternate Learning System program project coordinator, review the task force plan and establish a timeline for implementing activities agreed upon.*

8) *Identify a Business and Industry program project coordinator, review the task force plan and establish a timeline for implementing activities agreed upon.*

9) *Identify a New Technology program project coordinator, review the task force plan and establish a timeline for implementing activities agreed upon.*

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